DOCUMENT RESUME

ED 203 417 CS 503 532

TITLE Basic Oral Communication Skills: A Program Sequence for Illinois Schools.
INSTITUTION Illinois State Board of Education, Springfield.
PUB DATE 81
NOTE 115p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Basic Skills; Communication Skills; Curriculum Guides; Elementary Secondary Education; *Listening Skills; Preschool Education; *Sequential Learning; *Speech Communication; *Speech Skills

ABSTRACT

The intent of this booklet is to provide a general structure for sequential instruction in the oral communication skills of listening, speaking, and responding. The skills are presented in five grade level categories: preschool, kindergarten through grade three, grades four through six, grades seven through nine, and grades ten through twelve. The skills are arranged according to Speech Communication and American Theatre Association guidelines. Each skill is specifically tied to a guideline and accompanied by sample activities. Lists of sources of the suggested activities, as well as sources for additional activities are included in the booklet. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED203417

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

BASIC ORAL COMMUNICATION SKILLS:

A PROGRAM SEQUENCE FOR ILLINOIS SCHOOLS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Illinois State Board Of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Donald F. Muirheid
Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent
of Education

1981

CS503532

TABLE OF CONTENTS

	Page
Foreword	i
Introduction	2
Basic Oral Communications Skills	3
Preschool Basic Oral Communication Skills	7
Kindergarten through Grade Three Basic Oral Communication Skills	14
Grades Four through Six Basic Oral Communication Skills	23
Grades Seven through Nine Basic Oral Communication Skills	34
Grades Ten through Twelve Basic Oral Communication Skills	46
Activity Sources	60
Additional Sources	62

FOREWORD

During the spring of 1980, representatives of the Illinois Speech and Theatre Association met with consultants of the Illinois State Board of Education to discuss and respond to the need for materials in Oral Communications. Following this initial meeting, the Illinois State Board of Education and the Illinois Speech and Theatre Association formed a special task force to develop materials and to research the needs created by the National Basic Skills Improvement Program which designated oral communications as being one of the four basic skill areas. Members of the special task force on basic oral communication skills include:

Chairperson, Philip A. Gray, Northern Illinois University
Pamela Cooper, Northwestern University
Scott Lebin, Elk Grove High School
Mina Halliday, Illinois State Board of Education, Program Planning and Development
Maxine Joyce, Macomb High School
John Sharpham, Illinois State University
Joann Tuttle, Maroa Grade School
Bud Williams, Wheaton North High School

Contributors:

John Duffin, Ottawa High School
Ann Lindvahl, Taylorville Elementary School
Pamela Ritch, Illinois State University
Leslie Wilson, Homewood-Flossmoor High School

I would like to especially thank these educators who both conceived of the idea and need for this document and who are offering their services to see that it is implemented successfully in Illinois.

Donald G. Gill
State Superintendent of Education

INTRODUCTION

Public Law 95-561, enacted in 1979, established a new Title II of the Elementary and Secondary Education Act of 1965 entitled "The Basic Skills Improvement Program." By definition the basic skills include mathematics, reading, written, and oral communication. The purpose of this legislation is to help public and private agencies coordinate resources and improve their basic skills instructional efforts for children, youth, and adults.

The State of Illinois recognizes the importance of basic skills instruction and the necessity for a State Basic Skills program in order to fully implement the State Board goal that "every school system should assure that its students are prepared to leave school with the ability to read, write, and speak logically and effectively."

The State of Illinois has developed a comprehensive, statewide Basic Skills Program coordinating all federal and state funds. The program does not focus on new programmatic emphasis or activities in the public schools, but has, instead, as its purpose to assist local schools to do a better job with the existing educational resources.

The Illinois Speech and Theatre Association agreed to assist the Illinois State Board of Education in developing and coordinating resources toward the improvement of instruction in the basic oral communication skills. To accomplish this goal the Illinois Speech and Theatre Association (ISTA) established a task force charged with the responsibility of developing a plan by which:

1. ISTA could assist in facilitating oral communication instruction in the public schools with an emphasis upon utilization of existing programs and staffs.
2. Appropriate levels of development in oral communication skills could be identified and communicated to public school personnel. Emphasis was to be placed upon the development of a systematic approach to oral communication instruction.
3. Those skills necessary for continued learning would be identified. ISTA believes that substantial information about such skills is embodied in the reports of the Speech Communication Association/American Theatre Association Task Force on Oral Communcation Competencies and has based its recommendations largely on these materials.
4. Oral communication as a basic skills component would be presented as part of an interrelated skills program. Emphasis is to be placed upon the development of programs which utilize oral communication skills related to other basic skills components, such as problem-solving and decision making.
5. The learning of oral communication skills can take place both in the school and home environment.

The program proposed by ISTA includes the preparation of this planning booklet for use by teachers and school districts, and parents and communities. Other goals are to develop cooperative inservice training programs, preparation of activities documents, preparation and dissemination of program awareness materials, and an impact evaluation.

BASIC ORAL COMMUNICATION SKILLS

Oral communication is an everyday occurrence in which people use spoken language to talk, listen, and respond.

Oral communication is fundamental to human interaction.

To function effectively in society, every person must be able to transmit and receive messages with accuracy and clarity.

Oral communication is more than a basic skill. It is an essential skill for it permeates all human expressive acts.

Oral communication involves a systematic and sequential set of skills which can be taught.

Instruction in oral communication requires an environment in which students engage in a wide variety of guided communication experiences.

The skills involved in oral communication need more than casual attention in our schools.

Sequence

The ideas included in this booklet should serve as a basis for planning programs and curricula according to the needs of each specific community and school district. The intent is to provide a general structure for sequential instruction in oral communication (talking, listening, and responding), one of the four Basic Skills as defined in Public Law 95-561.

For practical purposes, basic oral communication skills are presented in five grade-level categories:

Preschool Basic Oral Communication Skills
Kindergarten through Grade Three Basic Oral Communication Skills
Grades Four through Six Basic Oral Communication Skills
Grades Seven through Nine Basic Oral Communication Skills
Grades Ten through Twelve Basic Oral Communication Skills

Although skills are presented in these five grade-level categories, it is important that instruction be viewed as a building process with repetition and reinforcement of skills at all levels. This document is not intended to serve as a listing of required skills for a specific age group, but as a guide to those skills which can be appropriately addressed within a range of ages. Nor should every student necessarily be expected to have mastery of every skill listed within the indicated grade levels.

If a district intends to develop a K-12 Basic SKills program, cooperation across disciplines and among the various grade levels is necessary. In many cases a K-12 program will also require inter-district cooperation.

Significance

Oral communication behavior affects how one thinks, how one interacts, and how one reacts. The language development of children is an oral/aural process which is directly related to the later development of other skills such as reading, writing, and the learning process itself. Cognitive learning, for example, is directly related to the development of the speech process. The ways young children talk and respond to talk shape their use of language, both oral and written, and provide practices in thinking and feeling. Because oral communication is such a complex and fundamental behavior, it deserves continuous and focused emphasis in the schools.

Background

Many teachers and parents have recently become concerned about the need for K-12 instruction in oral communication skills. Traditionally in Illinois schools, oral communication has been taught only at the secondary level as a performance, such as public speaking, debate, and theatre. In the past few years, some secondary level courses have emphasized communication processes rather than performance, and in some schools instruction has included performance and processes as well as interscholastic activities.

The emerging emphasis on basic skills instruction has as its purpose to help each child develop those basic communication skills that cross all academic subject areas, including helping the student learn to cope with problems and feelings, to contribute effectively to individual and group efforts, and to assume responsibility for decision making.

Children acquire many of their communication skills at an early age, primarily through their interactions in the home and at school. In most instances the acquisition of these skills is casual and does not directly focus on developing such skills systematically.

Unfortunately, few classroom teachers or families have either the background or experience in instruction in basic oral communication skills. It is urged that cooperative efforts begin, as soon as possible, among school districts, community organizations, professional associations, and state associations to develop instructional programs, to disseminate model programs and materials, and to improve instruction through inservice training.

Format

There are numerous oral communication skills, but, for the purposes of this document, these skills will be discussed using the four major categories that follow:*

1.0 In order to communicate effectively children must experience a wide variety of communicative situations.

*Categories are based upon Speech Communication Association/American Theatre Association guidelines.

These include

1.1 Intrapersonal situations (perception, thinking, feeling, self-concept)

1.2 Interpersonal situations (conversations, interviews, personal relationships, negotiations)

1.3 Group situations (families, friends, committees, clubs)

1.4 Public situations (speeches, plays, debates, readings)

1.5 Media situations (radio, television, film)

2.0 In order to communicate effectively children must learn to analyze communicative messages appropriately.

Such analysis should focus upon

2.1 People

2.2 Topics

2.3 Settings

2.4 Purposes

3.0 In order to communicate effectively children must develop appropriate communication strategies.

These strategies include

3.1 Information gathering

3.2 Organization

3.3 Language clarity and style

3.4 Physical and vocal expression

3.5 Feedback

4.0 In order to communicate effectively children must develop the ability to evaluate messages.

This evaluation usually considers

4.1 Communication impact

4.2 Evaluative criteria (such as timelines, relevance, length, aesthetics, ethics)

Grade Level Groupings

The following pages list basic oral communication skills, according to the preceding format, by grade level groupings.

PRESCHOOL BASIC ORAL COMMUNICATION SKILLS

Oral communication involves talking, listening, and responding. This section lists those skills used in all three components of the communication process.

This section includes a wide range of skills appropriate for the preschool child. These skills should be structured by the school into a sequence that best allows an opportunity for every child to master each skill.

The example activities are listed (1) by referring to sources in which a description can be found, or (2) by briefly naming an activity most likely to be familiar to teachers. The sources used are readily available (see Appendix). The Language Arts Monographs, for example, are available free from the Illinois State Board of Education.

Regardless of whether the example activity or one created by the teacher is used, the activity

must have a specific communication objective,

must focus on specific oral communication skills,

must provide the teacher with an opportunity to observe and evaluate appropriate skill behavior,

must be understood by the student as being an activity involving communication skills.

Oral communication skills are basic; thus, they should be a part of the learning process for other subject areas. These skills should not be addressed as a subject area, only, to be taught for a brief period of time in a given day.

Grade Levels: Pre School

General Description	*Specific Communication Skill*	*Example Activities*
1.0 In order to communicate effectively children must experience and be comfortable with a wide variety of communicative situations.	1.1 Intrapersonal situations	
These situations should provide the child with opportunities to...	...talk to himself/herself about himself/herself.	Crayon Mix: pick a color like you. Why did you pick that color?
		Create "private places" in the classroom.
	...develop sensory awareness of various objects and sounds.	Blindfold-listen to sounds and identify. Place objects in box, guess what they are.
	...imitate and explore a variety of noises and sounds.	Echo: imitate sounds made by leader (take turns).
		Imitate animal sounds, trucks, airplanes, etc.
	...express feelings.	"You're My Good Friend," Wood, TRIP Booklet.
		Pantomime feelings.
	1.2 Interpersonal situations	
	...demonstrate increasing confidence in talking to others.	Role play: conversations between lost child and police; child and grandparent; child and doctor, etc.
	...express feelings about others ranging from affection to hostility.	Encourage talk about emotions. Name feelings.
	...respond to interested questioning from others.	Provide opportunities by holding "question" conversations about child's interests.
	...talk with others in a variety of settings.	Encourage peer group conversations.

Grade Levels: Pre School

General Description	Specific Communication Skill	Example Activities
1.0	...respond in listening situations in such ways as to demonstrate understanding of a message.	"Speech Communication Activities K-12," Language Arts Monographs.
	...begin gaining attention in socially acceptable ways.	"Me Too," Wood, TRIP Booklet.
	1.3 Group situations	
	...participate orally in group activities.	Assign group "jobs;" Creative drama activities. "Creative Drama as a Resource, K-12;" Language Arts Monograph.
	...begin to share thoughts and feelings with others in a group.	Share creative projects. Talk about thoughts when friend or self is "naughty," friend or self is hurt, or a special holiday has arrived.
	1.4 Public situations	
	...begin to talk in a public situation.	Act out little "stories" children have created.
		Encourage participation in church and school programs.
	...respond to public communications.	Talk about television, bring older children into class to give performances, field trips.
	1.5 Media situations	
	...begin to identify signs and symbols such as school crossings, stop signs, commercial symbols.	Bulletin board with signs pasted to large map or pictures of places in town.
	...differentiate sounds associated with media devices, for example, distinguishing between doorbell and telephone.	"Guessing games." Sense exercises using sound as major stimulus.

Grade Levels: Pre School

General Description	Specific Communication Skill	Example Activities
1.0	...begin to differentiate among messages transmitted through the media.	Talk about differences between the story and the commercial. Help child learn to discriminate among kinds of media messages.
	...physically manipulate media devices such as telephones, television sets, tape recorders.	Use cassette recorders; see self on videotape; practice telephoning.
2.0 In order to communicate effectively preschool age children must learn to analyze messages appropriately. Such analysis should enable each child to ...	2.1 People	
	...respond to people in relation to messages, such as recognizing stress in others, identifying request for assistance, responding to orders.	Role playing exercises. Relate to home and school situations.
	...associate symbols with people such as identifying police with appropriate uniform.	Meet (or show pictures of) fire, police, military, postal workers. Show pictures of people in various settings - what do they do?
	2.2 Topics	
	...associate parts of a whole object or person with that whole object or person.	Separate fruit/vegetable forms (oranges, bananas, apples) and put parts together. Trace child on paper and look at "parts." Talk about the concept.
	...talk about concrete objects and persons both in the presence and absence of those objects or persons.	Recall games: "I'm thinking of..." child guesses person or object. Descriptions of objects in the room.
	2.3 Settings	
	...recognize different communication settings and respond appropriately, such as in theatres, live audience situations, movies, family gatherings.	Talk about audience behavior. Provide opportunities for real audience situations.

Grade Levels: Pre School

General Description	Specific Communication Skill	Example Activities
2.0	2.4 Purposes	
	...differentiate between real-life and fictional situations.	Talk about cartoon violence and differences between fiction and reality. Read stories aloud and discuss differences between real and "make-believe" situations.
	...give evidence that he or she understands that people act differently for different reasons.	Talk about why people do things in school, home, in stories.
3.0 In order to communicate effectively preschool age children must develop appropriate communication strategies.	3.1 Information gathering	
	...use questioning to structure needed information (why, what, when, what is, how, how many, who).	Set up "real" situations (setting table) and talk about questions we need to ask to accomplish task.
These strategies should require each child to...	3.2 Organization	
	...talk about grouping characteristics such as similar/dissimilar characteristics and uses, serial relationships (size, quantity), spatial relationships (here, there), time relationships (then, now).	Games matching items using different categories. "Remember when" conversations contrasting child now and "then". How characters on TV shows are similar/different.
	...distinguish among sounds including extremes such as loud/soft and near/far as well as direction from which sound occurs.	Blindfold games.
	3.3 Language	
	...describe the relationships between objects and symbols, direct relationships (ringing bells), relationship in absence of object (animal tracks).	Match object with sounds or signs. Talk about signs, e.g., match snow tracks with pictures of bird, person bear, car, etc.

Grade Levels: Pre School

General Description	Specific Communication Skill	Example Activities
3.0	...talk about dichotomies (hot/cold).	Group objects; hot or cold, smooth or rough, hard or soft (use a "mystery" box).
	...use oral language to describe one's feelings.	"Pretend games," TV shows, stories, plays, real-life situations which include characters expressing their feelings (play parent, etc.).
		Compare feelings to colors and music.
	3.4 Physical and vocal expression	
	...adjust vocal volume.	Whisper "secrets."
		Role play gaining attention on the playground, in church, in a sick room, in a movie.
	...begin to develop articulate language sounds.	Discourage "baby" talk.
		Listen to speakers with accents (British) e.g.,).
		Talk about different ways we sound.
		Play games requiring child to use letters he/she is not using well. DON'T PLAY SPEECH THERAPIST. REFER IF NECESSARY.
	...imitate sounds.	Discover sounds in the home/school. Imitate.
	...express oneself through physical movement.	Play animals (leap like a frog, walk like an elephant).
	3.5 Feedback	
	...provide feedback to messages.	Encourage children to respond to others.

Grade Levels: Pre School

General Description	Specific Communication Skill	Example Activities
4.0 In order to communicate effectively the preschool age child must develop the ability to evaluate messages. This evaluation should require each child to...	4.1 Communication impact ...realize that his/her messages affect others.	Role play: What do you say to make someone happy? How does parent "get you to bed," "to the supper table," "to share your toys."
	4.2 Evaluation criteria ...begin to recognize the appropriate time and place for messages.	Listening to others. "Quiet times." Talk about times to volunteer information and times to listen quietly.
	...demonstrate appreciation for various forms of communication such as television, movies, theatre.	Talk about likes and dislikes for various TV programs, stories read to them, drawings, etc. Why?

KINDERGARTEN THROUGH GRADE THREE
BASIC ORAL COMMUNICATION SKILLS

Oral communication involves talking, listening, and responding. This section lists those skills used in all three components of the communication process.

This section includes a wide range of skills for children in grades K through 3. These skills should be structured by the school into a sequence that best allows an opportunity for every child to master each skill.

At this point, most of the skills listed in the preceding section should have been mastered by most students. This section includes the next level of skill development. It may be necessary, however, to refer to the preceding skill lists for some students.

The example activities are listed (1) by referring to sources in which a description can be found, or (2) by briefly naming an activity most likely to be familiar to teachers. The sources used are readiy available (see Appendix). The Language Arts Monographs, for example are available free from the Illinois State Board of Education.

Regardless of whether the example activity or one created by the teacher is used, the activity

must have a specific oral communication objective,

must focus on specific oral communication skills,

must provide the teacher with an opportunity to observe and evaluate the appropriate skill behavior,

must be understood by the student as being an activity involving communication skills.

Oral communication skills are basic; thus, they should be a part of the learning process for other subject areas. These skills should not be addressed as a subject area only, to be taught for a brief period of time in a given day.

Grade Levels: K - 3

General Description	*Specific Communication Skill*	*Example Activities*
1.0 In order to communicate effectively students in grades K-3 must experience and begin to develop skills in a wide variety of communicative situations.	1.1 Intrapersonal situations	
	...praise self and develop a sense of pride.	Baby and family pictures. "My Greatest Trick," Wood, TRIP Booklet.
		"I can;" each has can in which papers are placed, e.g. "I can write my name." (to be taken home periodically).
These situations should provide the student with opportunities to...	...demonstrate an awareness of self as a communicator.	Have students use audio and video equipment to record and observe themselves as communicators.
	...begin to identify own emotions.	"It's ok to have feelings." Draw faces on paper plates showing different emotions. "How Would You Feel," Wood, TRIP Booklet.
	1.2 Interpersonal situations	
	...gain attention in socially acceptable ways.	"Me Too," Wood, TRIP Booklet. Learning classroom rituals.
		Public praising.
	...express feelings about others.	"Happy to Have You Back," Wood, TRIP Booklet.
	...share others and own interests.	Expand show and tell experiences to focus on child as well as object.
		Share creative projects.
	...begin to shift perspective from self to others.	"I'll Be the Parent," Wood, TRIP Booklet.
	...create behavior patterns of other people or things in imaginative situations.	Role play and creative drama activities. "Creative Drama as a Resource, K-12," Language Arts Monograph.

Grade Levels: K - 3

General Description	Specific Communication Skill	Example Activities
1.0	...learn the concept of communication as an interpersonal process (talker and listener).	Talk about why it takes "two to communicate."
	...use cultural courtesies.	"Notice Me," Wood, TRIP Booklet. Talk about why we raise hand in class not at dinner table, etc.
	...willingly take part in conversations.	What is a conversation? (Two-way communication)
		Have a conversation time.
		Groups discuss a subject.
	1.3 Group situations	
	...experience leading peer-related activities.	Be in charge of a class activity. Teach a group of peers to play a game, direct a puppet show.
	...follow the leadership of others in peer-related activities.	Games such as Simon says or a variation.
	...involve self in group activities and class discussions.	Groups prepare and present a puppet show.
	...recognize appropriate and inappropriate interruptions.	Role play. Talk about "turn taking" in communications.
	...begin to resolve problems through discussion.	"Scarce Resources," Wood, TRIP Booklet.
	1.4 Public situations	
	...give attention to speakers and performances for increasing periods of time.	Retelling and introducing changes into a familiar story; students identify changes (focus on listening).

Grade Levels: K - 3

General Description	Specific Communication Skill	Example Activities
1.0	...begin to participate in and share a variety of artistic and aesthetic experiences with their peers.	Creating and producing plays. "Creative Drama as a Resource, K-12," Language Arts Monograph.
	...begin to develop poise when speaking before a group.	Telling stories, acting out stories. Show and tell.
	...produce appropriate audience responses.	Discuss audience behavior and opportunities to act as an audience. Field trips, bring older children in to make presentations, etc.
	1.5 Media situations	
	...experience using media devices.	Practice telephone conversations, use recorders, etc.
	...begin to learn how messages are transmitted through media.	Field trips, film strips. Classroom newspapers.
	...recognize differing purposes and functions of media such as providing information, entertainment, and persuasion.	Classify TV shows, magazines, films, in categories. All view news show, sitcom, and commercial. Discuss differences.
2.0 In order to communicate effectively the students in grades K-3 must learn to analyze messages appropriately. Such analysis should require each student to...	2.1 People	
	...recognize differences among groups of people, for example, national, regional, ethnic differences.	Talk about different "kinds" of families (single parent, extended, et al.) Talk about cultures and traditions of own heritage; invite parents to talk about "being..."
	...recognize the unique qualities of individuals.	Special "ethnic" days.
	2.2 Topics	
	...paraphrase the content of brief messages.	Retell a short story or poem in own words.

Grade Levels: K - 3

General Description	Specific Communication Skill	Example Activities
2.0	...associate details with main ideas.	View, read, or listen to a single news story. List details of story.
	2.3 Settings	
	...adapt to different communication settings. (Particularly imaginary settings, e.g., artistic/aesthetic).	"Speech Communication Activities, K-12," Language Arts Monographs.
	...begin to identify and deal with distractions while listening.	Focus on concentrating in spite of distractions rather than dealing only with the distractions.
	2.4 Purposes	
	...begin to distinguish implied/intended meanings from standard word definitions.	Talk about "special" words such as "cool." Look up dictionary meanings. Game of listing "special" words.
	...develop imaginative forms of communication.	Time periods during which students must communicate without talking or writing, or a period in which all are "deaf." How do we communicate?
3.0 In order to communicate effectively students in grades K-3 must develop appropriate communication strategies. These strategies should require each student to...	3.1 Information gathering	
	...raise questions when there is a lack of understanding.	"The Secret Box," Wood, TRIP Booklet.
	...ask subject-related questions.	"Guess What's My Favorite Thing," Wood, TRIP Booklet.
	...use others as resources.	Parents/others talk about jobs or special skill. Make a classroom "yellow pages" directory.

Grade Levels: K - 3

General Description	Specific Communication Skill	Example Activities
3.0	...use information to solve a problem.	Exercises with problems requiring obtainment of information from others. "Treasure Hunt" using oral cues.
	...identify school/community resources.	Discuss "community helpers." Role play. Invite fire, police, postal workers to class. Field trips.
	...follow verbal and nonverbal directions.	Exercises progressing from simple to complex directions. Charades.
	...begin to distinguish necessary from unnecessary information in a message.	Teacher tells story "My House". Students pick out statements having nothing to do with subject. Students give presentations including unneeded information without being "caught".
	3.2 Organization	
	...introduce student to the concept of logical relationships (time and place, cause-effect, for example).	Map making and matching games. Chronology of TV guide.
	...identify main ideas of oral messages.	Talk about topics; bring in list of topics from several TV programs.
	...classify by sounds in relation to objects.	Match bells, vehicle sounds, animal sounds.
	...repeat sound and idea sequence.	Retell stories following same sequence.
	...compare and contrast paired words.	Games with homonyms, antonyms, homophones.

Grade Levels: K - 3

General Description	Specific Communication Skill	Example Activities
3.0	...follow a series of oral instructions.	Games and exercises emphasizing sequence.
	...begin to follow an idea consistently through a message.	Topic of a TV program, play, story, film.
	...develop the concept of conciseness.	Play broadcaster with sports news, interviews; must fit within time and space limits (focus on clarity).
	...recognize the concept of a beginning, a middle, and an end to messages.	Mix up parts of simple stories.
	3.3 Language	
	...rhyme words.	"I'm thinking of a word which rhymes with..."
		Dominoes with pictures which must rhyme to match.
	...participate in creative language play.	Tell stories with funny uses of words; make nonsense words into a story.
	...identify sounds in words, such as initial, final, and medial consonants; blends; vowels.	Game making list of words heard or read with same consonants, etc., (phonics workbooks, classroom, stories, TV, etc.).
	...recognize and use correct verb forms.	Talk about past, present, future.
	...correct the use of double negatives.	
	...steadily increase word recognition and usage vocabulary.	New words heard and read; bionic, inauguration, etc.

Grade Levels: K - 3

General Description	Specific Communication Skill	Example Activities
3.0	3.4 Physical and vocal expression	
	...use voice and physical expression to create a mood.	Form groups to do choral readings.
		Storytelling.
		Verb cards; each acts out verb, others guess word. Related activities in P.E.
		Shadow puppets.
	...use flexibility and variation in voice.	Read poetry aloud.
		"What Am I?" child makes sounds, others guess.
		Choral speaking.
	...speak clearly with appropriate articulation and pronunciation.	Self-analysis on audio tapes.
		Peer critiques.
		REFER TO THERAPIST IF SERIOUS PROBLEM.
	...maintain eye contact.	Student feedback. Game with peers doing something during presentation; "Did you see?"
	...use movement to reinforce meaning.	"Make up actions" to fit different kinds of music.
		Facial expressions, et al., and guess meanings.
	...adjust volume to the setting and occasion.	Student feedback; "Could you hear?"
	...distinguish between appropriate movement and irritating distractions.	Tell story with lots of movements (some not appropriate, e.g., scratch nose), students name movements and decide if each had anything to do with story.

Grade Levels: K - 3

General Description	*Specific Communication Skill*	*Example Activities*
3.0	...imitate movements.	Pantomime exercises.
	3.5 Feedback	
	...listen to peer presentations with appropriate attention.	Exercises requiring audience to respond by recalling, evaluating, etc.
	...observe and interpret feedback.	Talk about class reactions.
	...associate meaning with differences in vocal expression.	Student recites a simple poem trying to express an emotion (Jack and Jill, Roses are Red); class guesses emotions.
	...indicate when a speaker cannot be understood because of poor vocal expression.	Self-analysis on audio tape. Record two people doing same message with one good, one poor. Discuss.
4.0 In order to communicate effectively the student in grades K-3 must develop the ability to evaluate messages.	4.1 Communication impact	
	...listen to a simple message and predict responses.	"You Tell Me," read a short story; pause at critical points and ask "What will happen next?"
This evaluation should require each student to...	4.2 Evaluation criteria	
	...begin to judge qualities of various forms of communication such as television, movies, theatre.	Make comparisons, e.g., live circus and one on TV; Advantages of each.
		Talk about plays, TV; what are good and bad shows. Why?
	...begin to give constructive evaluations.	Share with presenter that he/she did well and one thing that might have been done better.
		Watch same TV show. Discuss qualities of presentation.

GRADE FOUR THROUGH SIX
BASIC ORAL COMMUNICATION SKILLS

Oral communication involves talking, listening, and responding. This section lists those skills used in all three components of the communication process.

This section includes a wide range of skills for students in grades 4 through 6. These skills should be structured by the school into a sequence that best allows an opportunity for every student to master each skill.

At this point, most of the skills listed in the preceding section should have been mastered by most students. This section includes the next level of skill development. It may be necessary, however, to refer to the preceding listings for some students.

The example activities are listed (1) by referring to sources in which a description can be found, or (2) by briefly naming an activity most likely to be familiar to teachers. The sources used are readily available (see Appendix). The Language Arts Monographs, for example, are available free from the Illinois State Board of Education.

Regardless of whether the example activity or one created by the teacher is used, the activity

must have a specific communication objective,

must focus on specific oral communication skills,

must provide the teacher with an opportunity to observe and evaluate the appropriate skill behavior,

must be understood by the student as being an activity involving communication skills.

Oral communication skills are basic; thus, they should be a part of the learning process for other subject areas. These skills should not be addressed only as a subject area to be taught for a brief period of time in a given day. By this age, however, it is appropriate that communication be approached as subject area, as well as basic skill learning.

Grade Levels: 4 - 6

General Description	*Specific Communication Skill*	*Example Activities*
1.0 In order to communicate effectively students in grades 4-6 must experience and begin to demonstrate skills in a wide variety of communication situations.	1.1 Intrapersonal situations	
	...recognize personal responsibility for making choices.	Introduce concept of "contracts." Discuss topic in relation to choices made by characters in stories and cartoons.
These situations should provide the student with opportunities to...	...begin to define reasons for own behavior.	Discussions based on character behavior from literature, theatre, television.
	...begin to evaluate own communication behavior.	Use inventories, logs, audio and video tape self-analysis.
	...focus own thought processes.	Think About Video Series.
	...demonstrate behavior flexibility and role adoption.	"Future People," Wood, TRIP Booklet.
	...talk about own emotions.	Music, theatre, television provide good sources of discussion about emotions.
	...recreate past sensory experiences.	Story-telling, pantomime, role-playing.
	...talk about body in relation to concept of self.	Fashions, jogging/exercises, etc. as sources of discussion about our perception of how we look in relation to concept of self.
	1.2 Interpersonal situations	
	...take into account another's point-of-view when communicating with that person.	Role-playing "opposing" character situations.
	...recognize responsibility for participating in communication.	Think About Video Series.

Grade Levels: 4 - 6

General Description	Specific Communication Skill	Example Activities
1.0	...interrupt other's communication appropriately.	Group discussions. Mock "press conferences."
	...encourage others to communicate.	Group task discussions. Provide reinforcement for presentations.
	...participate in basic interview situations.	Interview a character from a book all have read. Interview guests to class.
	...begin to deal with competition and conflict.	Discuss sports events. Students "sell" products to each other.
	1.3 Group situations	
	...investigate a topic for group discussion.	Brainstorming. Library activities.
	...remain focused on a topic in conversation or discussion.	Small group discussions.
	...contribute information to a conversation or discussion.	Small group discussions on a book, country, planned party or trip, for which they have prepared.
	...freely participate in class discussions.	Book sharing.
	...experience leading a group.	Each select a topic and lead a discussion.
	...work within a problem-solving group.	Students given responsibility to solve specific class or school problems.
	...distinguish between conversation and formal discussion.	Compare talk shows with class discussions.

Grade Levels: 4 - 6

General Description	Specific Communication Skill	Example Activities
	...make relevant contributions in a conversation or formal discussion.	"At Dinner," Wood, TRIP Booklet.
	...continue to create behavior patterns of other people or things in imaginative group situations.	"Creative Drama as a Resource, K-12," Language Arts Monograph.
	1.4 Public Situations	
	...introduce people to others.	Students introduce guest speakers. Role-play introduction situations. Introduce each other.
	...continue increasing attention span in a variety of public situations.	Real audience situations.
	...continue to participate in and share a variety of artistic and aesthetic experiences with peers.	Tell a story to the class. Language Arts Monographs. Produce radio and television "programs."
	...give clear directions to others.	Draw slips which have a person's occupation (mayor, police, waitress, postal worker,) and give directions to locate them.
	...recognize different kinds of audience situations.	Talk about different situations.
	1.5 Media Situations	
	...compare and contrast basic effects of differing media on messages.	Compare stories in newspapers with those on TV news.

Grade Levels: 4 - 6

General Description	Specific Communication Skill	Example Activities
	...describe basic media operations (how telephone, television, radio, various print processes work).	Field trips, science projects.
	...begin to develop skill in using media devices.	Record radio program, create TV show, print class newspaper. (Check telephone company for educational materials.)
2.0 In order to communicate effectively students in grades 4-6 must learn to analyze messages appropriately.	2.1 People	
Such analysis should require the student to...	...adapt message to different people.	Adapt topic such as energy for different audiences, e.g., PTA, senior citizens, peers.
	...identify both sides of an issue.	Combine with social studies of current issues. What are "sides" for this issue?
	...identify statements of opinion and distinguish such statements from verifiable statements.	Use reading sources. Fact, opinion, and neither games.
	...describe the point-of-view of a message source (author, speaker).	Letters to editor, TV talk shows, plays, books.
	...identify audience differences.	Talk about age, sex, career differences. Guess who reads or watches certain magazines or TV shows.
	...begin to identify and respond to cultural distinctions and similarities.	"Rituals: Ours' and Others'" Wood, TRIP. Relate to social studies activities.

Grade Levels: 4 - 6

General Description	Specific Communication Skill	Example Activities
2.0	2.2 Topics	
	...focus and limit topics.	Create stories, programs for media with time or space limitations, e.g., newspaper, TV, radio.
	...support a claim with statements of opinion.	Give "I Think" statements. What proof could you use instead of "I Think?"
	...present a variety of arguments to support a plan of action.	Mock or real election campaign.
	...recall specific and significant details of an oral message.	Exercises testing recall of detail from stories, etc.
	...draw conclusions.	Story with ending deleted. "Mysteries" which they must solve.
	...provide alternative solutions to problems.	"What if...then." Think About Video Series.
	...document resources used.	Combine with class projects.
	...paraphrase a message.	Each rewrite a poem into own prose words. Discuss differences. What stayed the same in most versions?
	...identify and explain an inference.	Read a mystery. Talk about "inferences" made by the detective. Exercises doing the same thing with books, films, TV shows.
	...begin to break problems down into parts.	Think About. Video Series.
	...identify a false generalization.	Study magazine and television ads. Create own ads (especially for something not liked such as broccoli).

General Description	*Specific Communication Skill*	*Example Activities*
2.0	...identify a statement of support.	The above type of activity can also be used successfully to examine statements of support.
	...recognize the effect of emotions on thought.	Examples from literature and theatre and television.
	2.3 Settings	
	...concentrate when distractions are present.	Focus on concentrating while doing time-limit projects.
	...compare and contrast language usages in different settings.	Listen to audio messages and guess settings, e.g., church, school, television news, dinner table. Discuss "special" language used in each.
	...assess the appropriateness and adapt a message for different environments.	Continue this activity to assess appropriateness. Role-play.
	2.4 Purposes	
	...recognize that messages have different purposes.	Discuss examples of entertainment and persuasion. Students classify purposes of messages on TV.
	...listen for specific functions (answer a question, identify detail, obtain specific information, respond emotionally).	Assign specific listening tasks.
	...discuss the first amendment to the Constitution and the concept of freedom of speech.	Good class project to tie in with history, social studies, reading, etc.
	...use creative imagination to develop and enhance messages.	"Creative Drama as a Resource, K-12," Language Arts Monograph.

Grade Levels: 4 - 6

General Description	*Specific Communication Skill*	*Example Activities*
3.0 In order to communicate effectively students in grades 4-6 must develop appropriate communication strategies. These strategies should require the student to...	3.1 Information gathering	
	...continue to ask questions to gather information.	"School Reporters," Wood, TRIP Booklet.
	...begin to use the card catalogue.	Specific resources on a given subject.
	...summarize messages.	Exercises based on readings and presentations.
	...begin to use reference materials such as indices and special dictionaries.	Think About Video Series.
	...check information for accuracy.	Teacher prepares science, social studies, history reports with errors. Students are to correct.
	...conduct a survey orally and record results.	Favorite TV programs, ask others about topic of interest to students, social studies, etc.
	...begin to take notes which accurately reflect ideas and important detail.	Start requiring notes for short lectures. Grade the student's notes.
	3.2 Organization	
	...begin to produce a basic message outline.	Various speaking and writing assignments.
	...identify and use simple organizational devices such as ordering words (first, second).	Think About Video Series.
	...apply scientific methodology.	Solving a problem in a group. Solving a mystery in a story.

Grade Levels: 4 - 6

General Description	Specific Communication Skill	Example Activities
3.0	...repeat sequences of ideas.	Retelling messages in same order.
	...use and follow basic procedures for conducting meetings.	Establish class as organization with weekly meeting. Introduce parliamentary procedures. Must have real responsibilities.
	...begin to adapt a message to specific time limits.	Tell a story or give a speech no less than 2-minutes or more than 3-minutes in length. Adapt stories for radio.
	...listen to messages and describe plot, mood, and character development.	Plays and television shows, stories, books, films.
	...recall specific information and ordering of main ideas after listening to a message.	Follow-up tests based on student presentations.
	...begin to define concrete forms of message organization (cause-effect, comparison-contrast, general-specific, time order, spatial).	Tell a story, give a speech using specific organization. Identify order in readings. Think About Video Series.
	3.3 Language	
	...increase usage of adjective qualifiers.	Wordsmith Video Series good for all language skills listed. "Picture" stories.
	...use appropriate oral grammar.	
	...discover and accept differences in language, beliefs, and customs.	Set aside a day periodically as customs day for specific cultures.
	...use language to create a mood.	Short stories using mood words. Poetry.
	...continue to participate in creative language play.	"Words as fun" exercises.

Grade Levels: 4 - 6

General Description	Specific Communication Skill	Example Activities
3.0	...differentiate between formal and informal language usage.	Adapt "classics" to student's language. Role play.
	3.4 Physical and vocal expression	
	...use oral phrasing.	Reading aloud exercises.
	...adapt vocal rate for a message.	Reading aloud exercises. Group readings are helpful.
	...begin to use appropriate physical movement.	Pantomime actions using different parts of the body to express...
	...produce distinct speech (avoid dropping syllables, excessive vocal pauses).	Listen to speech patterns of professionals. Relate speech to perception by others. Self-analysis from audio tapes.
	...utilize variations in pitch and stress when speaking and reading aloud.	Choral reading groups.
	...use voice to create a mood.	"Oral Interpretation and the Teaching of Language Arts." Language Arts Monograph.
	...adjust listening to dialectical differences in oral messages.	Listen to and talk about similar messages recorded by people with differing accents.
	3.5 Feedback	
	...interpret other's feedback to own messages.	Use simple critique forms.
	...supply relevant feedback to others.	Oral critiques, written critiques, letters to editor and television stations.
	...formulate questions when the meaning of messages is not clear.	Ambiguous messages: discuss what we need to ask to make such messages clear.

Grade Levels: 4 - 6

General Description	*Specific Communication Skill*	*Example Activities*
4.0 In order to communicate effectively students in grades 4-6 must develop the ability to evaluate messages. This evaluation should require the student to...	4.1 Communication impact	
	...project short-range consequences of solutions.	"My Bike," Wood, TRIP Booklet.
	...carry out a decision.	Group projects.
	...make a judgment about the effectiveness of an oral message.	Evaluate commercials, editorials.
	4.2 Evaluation criteria	
	...begin to make judgments about the accuracy of observations.	Think About Video Series would be useful for learning about criteria. Compare newspaper and TV news stories.
	...begin to identify standards used in evaluating a solution.	Discuss problems and some of the standards that might be used to evaluate; timeliness, costs, amount of work involved, etc.
	...recognize the qualifications of a message source (author, speaker).	Examine "experts" on TV commercials. What qualifies people?
	...distinguish between a report and a review.	Study examples of each. Report and review a short story or TV show.
	...use and discuss the ranking of items in a priority listing.	Rank items of interest to students, e.g., after school activities, TV shows, as to importance, interest level, etc. Discuss concept of priorities.
	...talk about the idea of being objective.	Prepare brief newscasts on student activities. Models of subjective and objective reports.

GRADES SEVEN THROUGH NINE
BASIC ORAL COMMUNICATION SKILLS

Oral communication involves talking, listening, and responding. This section lists those skills used in all three components of the communication process.

This section includes a wide range of skills for students in grades 7 through 9. These skills should be structured by the school into a sequence that best allows an opportunity for every student to master each skill.

At this point, most of the skills listed in the preceding section should have been mastered by most students. This section includes the next level of skill development. It may be necessary, however, to refer to preceding skill listings for some students. These skills are based on the assumption that the school has a K-12 basic skills program. Teachers in schools without a continuing program may have to use the previous skill listings extensively.

For example, activities are listed (1) by referring to sources in which a description can be found, or (2) by briefly naming an activity most likely to be familiar to teachers.

Regardless of whether the example activity or one created by the teacher is used, the activity

must have a specific communication objective,

must focus on specific oral communication skills,

must provide the teacher with an opportunity to observe and evaluate the appropriate skill behavior,

must be understood by the student as being an activity involving communication skills.

Oral communication skills are basic; thus, they should be a part of the learning process for other subject areas. It is appropriate by this age grouping to also approach communication as a specific subject area.

Grade Levels: 7 - 9

General Description	Specific Communication Skill	Example Activities
1.0 In order to communicate effectively students in grades 7-9 must demonstrate skills in a wide variety of communication situations. These situations should provide the student with opportunities to...	1.1 Intrapersonal situations	
	...demonstrate confidence in own communication abilities.	Sharing successful examples; convincing friend to go to movie, giving a report, asking questions of teacher.
	...utilize the concept of choice in decision-making activities (identify choices, choose among choices, evaluate choices)	Discuss situations (buying record, going to game, studying, watching TV), what needs should be met and outcomes of decisions.
	...consciously utilize past experience in making decisions.	Adventures in the Looking Glass, pp 57, 168, 171.
	...describe the process by which a decision has been made.	Keep a record for a day of all decisions made. How were choices made? Keep record of spending money.
	...respond positively to criticism.	Use feedback from others. Adventures in the Looking Glass, p 215.
	...begin to define own sex role.	Heros and heroines. Adventures in the Looking Glass, p. 81.
	...focus attention.	Radio, TV, teacher presentations simultaneously.
	...create self-interest in communication situations.	"Try something new" activities.
	...develop a realistic and positive view of self.	Give yourself a character reference for a job you'd like.
	...share self-perception with others.	"Casting Your Character," Wood, TRIP Booklet.
		Collages, coat-of-arms exercies.

Grade Levels: 7 - 9

General Description	*Specific Communication Skill*	*Example Activities*
1.0	...demonstrate a willingness to make decisions.	Role-play exercises. Real decision-making opportunities in class.
	...begin to test a value system in relation to peers.	"20 things I love to do." Decision exercises such as Survival Trip, Kidney Machine, Mountain Accident.
	...freely express and deal with emotions.	List 5 feelings since you awoke. Discuss feelings about class activities that embarrass or cause fear.
	1.2 Interpersonal situations	
	...initiate conversations with others.	Role-play (new student). Impromptu speeches. Talk to someone new today and report.
	...develop and describe special relationships (empathy).	"What is a best friend?" collage. Adventures in the Looking Glass, p. 242.
	...participate in interviews for a variety of purposes.	Interview a classmate on a subject of their choice. An adult about job, elderly about community history; combine with literature.
	...develop and sustain a line of argument in communicating with others.	"Making a Pitch," Wood, TRIP Booklet.
	...constructively deal with competition and conflict.	Man on the Moon exercise. Adventures in Looking Glass, p. 169.
	...share interests and goals with others.	"Portrait of a Classmate" speech. Teach another how to do something you do well.

Grade Levels: 7 - 9

General Description	Specific Communication Skill	Example Activities
1.0	...use appropriate social norms with others.	"Hey, It's My Turn," "Playing It Cool," "I Gotta Go," "Getting Your First Job," Wood, TRIP Booklet.
	...participate in and experience a variety of role behaviors.	Problem situations/switch roles.
	1.3 Group situations	
	...follow the development of a topic of conversation or discussion.	Start a conversation, each must add to the previous person's contribution.
	...summarize and synthesize discussions.	Stop at stages in discussions and ask for summaries. Summarize stories, reports.
	...introduce information into discussions.	"Oh, You Meant?" Wood, TRIP Booklet.
	...describe the value of conflict to groups.	Class court rooms/debates.
	...express a change of opinion which has resulted from communication.	Current news developments. Convincing television commercials.
	...help develop cooperation.	Group/pair presentations. Exercises requiring group cooperation.
	....accept group decisions.	NASA Man on the Moon exercise.
	...encourage others to participate.	Talk about questioning technique, reinforcement, etc. Write down suggestions to use while discussing.
	...voluntarily assume leadership roles.	Classroom activities requiring assumption of leadership.
	...develop an agenda.	Conduct class one day each week as an organization. Use parliamentary procedure, develop agenda, etc.

Grade Levels: 7 - 9

General Description	Specific Communication Skill	Example Activities
1.0	...utilize appropriate parliamentary procedure.	
	1.4 Public situations	
	...make a variety of presentations before an audience other than classmates.	Encourage doing announcements, reports in other classes, acting, storytelling to elementary children, interpretation activities.
	...demonstrate skill as a member of an audience.	Require audience experiences. Discuss various audience behaviors.
	...sustain listening to messages.	Report to another person on something "listened to."
	1.5 Media situations	
	...discuss the relationship of various media to audience specialization.	Who reads specific magazines, e.g., Prevention, Field and Stream? Who watches TV when? Who listens to what on radio?
	...discuss the influence of various media on society (opinion formation).	Consult an article in Current Media, Vol 3, No. 2, Oct. 80. Television and politics.
	...discuss attempts of society to control media (licensing, censorship).	Assign reports on various media.
	...discuss the social comparison process (comparing self and roles to lifestyles and roles portrayed on media).	Stereotyping on TV. Life styles shown on TV.
	...use media devices appropriate for messages.	Students should be able to undertake TV production, radio broadcast, making a simple film, producing a slide show, etc.

Grade Levels: 7 -9

General Description	*Specific Communication Skill*	*Example Activities*
2.0 In order to communicate effectively students in grades 7-9 must learn to analyze messages appropriately. Such analysis should require the student to...	2.1 People	
	...identify and respond to the needs and motivations of others.	Adventures in the Looking Glass, p.57. "Making a Pitch," Wood, TRIP Booklet.
	...verbalize the concept that "meanings are in people."	Adventures in the Looking Glass, p.111. Lists of words adults and students would use differently.
	...begin to differentiate among attitudes, opinions, and beliefs.	Discuss Bradbury's "The Flying Machine." Adventures in the Looking Glass, p. 141.
	...begin to differentiate among observations, inferences, and judgments.	Show a video scene. Tell about the scene. Identify actual observations, inferences, and judgment statements.
	...respond to cultural distinctions and similarities.	"You're Just Like All the Rest," Wood, TRIP Booklet. Each study and report on own heritage. Guests from other cultures.
	...discuss the concept of personal space.	Your own place. Invading other's territory (arm in movie theatre, parent's chair place at table). Experiments.
	2.2 Topics	
	...verbalize the concept of "relevancy."	Practice news broadcasting. List 5 current problems in school, in community, in nation.
	...distinguish among propositions of fact, policy, and value.	For each of above problems, list examples of each.
	...distinguish among expertise, reputation, and credibility.	An expert is... His reputation is... I believe her because...

Grade Levels: 7 - 9

General Description	Specific Communication Skill	Example Activities
2.0	...distinguish among opinions, judgments, and well-supported statements.	News stories, sports stories, identify each. Make a sales pitch. Produce a campaign speech.
	...describe a logical argument (relationship of claim/conclusion, evidence/support, and inference/warrant).	Simple proofs, e.g., "My allowance should be raised."
	...use authority as a source of support.	Report on opinions of authorities from news stories, TV commercials, etc. Use authority in speech, report, discussions, etc.
	...credit sources used to construct messages.	Exercises including sources in oral messages.
	...present and discuss all sides of an issue.	Discuss a problem stated as a question which would encourage a variety of views. Conflicts in literature.
	...identify messages which avoid the issue.	Role-play conflict situations. Identify statements which "avoid the issue." Language Arts Monograph (video series).
	2.3 Settings	
	...plan and adjust messages for given settings.	Talk about something you can do as a disc jockey, as a talk-show guest, to young children, to PTA.
	...identify time, place and audience variables in relation to messages.	What effect would each have on a message, e.g., selling a dinner right after lunch, posting a Boy Scout notice outside the girls' restroom, etc.
	2.4 Purposes	
	...distinguish between information and persuasion.	Adventures in the Looking Glass, p. 216. Contrast TV programs and commercials.

Grade Levels: 7 - 9

General Description	Specific Communication Skill	Example Activities
2.0	...distinguish between propaganda and persuasion.	Adventures in the Looking Glass, p. 194.
	...distinguish between the purposes of the speaker and listener.	Listening Instruction, Wolvin, TRIP Booklet.
	...listen for pleasure, information, and/or analytic purposes.	Provide a variety of listening experiences; discuss purpose of each. Assignments such as newscasts, following directions, editorials, songs, poems, stories.
	...listen to develop questions.	Same activities requiring students to formulate questions in response to an oral presentation.
	...identify multi-purpose messages.	Analyze famous speeches, role-play exercises; talk about the several purposes a message can have.
	...identify and talk about own creative processes.	Share creative activities. "Creative Drama as a Resource, K-12," Language Arts Monograph.
3.0 In order to communicate effecively students in grades 7-9 must develop appropriate communication strategies.	3.1 Information gathering	
These strategies should require the student to...	...phrase questions which require unambiguous answers.	Compose questions to use in an interview. Discuss open and closed questions.
	...locate and use non-print resources such as experts, witnesses.	Interview for information on a topic for a report, discussion, speech, etc.
	...locate and use periodicals, indices, bibliographies.	Develop in a resource unit prior to application of research to complete a report or discussion.
	...begin to develop a simple research notation system.	Require note cards on above research and and evaluate them.
	...initiate a plan for gathering information.	Write a "prospectus,' on what I need to know and where I'm going to look.

Grade Levels: 7 - 9

General Description	Specific Communication Skill	Example Activities
3.0	3.2 Organization	
	...identify and describe a central theme.	Discuss themes from literature, famous speeches, theatre.
	...produce content syntheses, full outlines.	Discuss differences between a summary and a synthesis. Write each based on a news story. Practice outlining own and others' speeches and writing.
	...appropriately introduce and conclude messages.	Contrast good and poor examples.
	...provide message transitions.	Texts of speeches with transitions deleted. Students practice putting them back.
	...limit and specify a topic.	Time limits on a speech. Radio and television productions. Delete extraneous material and narrow topics.
	...describe and use differing organizational patterns.	Provide students with several "mixed-up" outlines, or lists of sentences to be put into specific outline forms.
	3.3 Language	
	...identify verbal and nonverbal message cues.	Adventures in the Looking Glass, p. 125.
	...use stylistic variations in messages including metaphors, similes, and illustrations.	Study examples of each and require use in speeches and writings.
	...speak with clarity and conciseness of language.	Twenty Questions, Password, other exercises requiring both clarity and brevity.
	...extend formal uses of language to playful forms.	"Conversations" with nonsense words. Word and sound play. Read examples from Alice in Wonderland and Mark Twain.

Grade Levels: 7 - 9

General Description	Specific Communication Skill	Example Activities
3.0	...recognize and use language to evoke emotional responses.	Adventures in the Looking Glass, p. 112.
	...begin to describe and evaluate own language usage.	Self-analysis on tapes, diaries of adaptation to fit person, situations, place.
	3.4 Physical and vocal expression	
	...recognize and adapt to withdrawing forms of physical behavior.	Videotape examples in groups, etc. Discuss and keep log of observations during day.
	...use physical expression as cueing and supporting forms of communication.	"What Does Your Body Say," Wood, TRIP Booklet.
	...analyze the effect of personal appearance on communication.	Examples from literature and theatre ("The Elephant Man").
		Log of people met out of school and how they were dressed.
	...express feeling through physical and vocal communication.	"Oral Interpretation and the Teaching of Language Arts," Language Arts Monograph.
	...communicate with interest and enthusiasm.	Voice exercises, e.g., saying same sentences many different ways.
	...adapt expression variables for differing performance situations.	Choral reading, Reader's theatre, oral reading alone, etc.
	...read well from a script.	"Theatre Arts as Part of the Language Arts Curriculum," Language Arts Monograph.
	...work effectively with visual aids.	Demonstration speeches, using aids in small groups, handling props in plays, etc.
	...use note cards effectively when speaking.	Require differing types of note cards for various speeches and reports.

Grade Levels: 7 - 9

General Description	*Specific Communication Skill*	*Example Activities*
3.0	...interrelate own individual skills with those of others in group performances.	Choral reading, reader's theatre, plays, group projects.
	3.5 Feedback	
	...provide constructive criticism.	Provide positive criticism and one thing that could have been better.
	...recognize when he/she is not being understood.	Have speaker describe geometric figures which audience tries to draw, e.g., "Dominoes game." Draw an animal based on dictionary descriptions.
	...respond and adapt to feedback from others.	Listening Instruction, Wolvin, TRIP Booklet.
4.0 In order to communicate effectively students in grades 7-9 must develop the ability to evaluate messages.	4.1 Communication impact	
	...use constructive criticism.	Adapt a presentation to feedback from a prior attempt.
This evaluation should require the student to...	...give evidence of an examination of one's own communication.	Keep a communication journal listing topics covered in 24 hours, people talked to, settings, etc. Discuss differences among the situations.
	...describe value judgments about messages.	Study film and theatre reviews, analyses of speeches, etc.
	4.2 Evaluation criteria	
	...recognize and accept the concept of communication accountability.	Adventures in the Looking Glass, p. 199.
	...exmaine the ethics of communication (honesty and integrity).	Ethical questions raised in plays, film, TV; relate to social studies and history classes. Discuss historical and current

Grade Levels: 7 - 9

General Description	Specific Communication Skill	Example Activities
4.0		examples of ethical and unethical communications. (Emphasize ethics of oral forms.)
	...develop standards and definitions of the making of judgments about quality of differing forms of communication such as public speeches, theatre, and television.	Class attend play, watch TV program, movie; develop evaluation forms.
	...compare one's own standards and definitions of quality with those of others.	Each fill out own evaluations of preceding experiences. Compare to others.
	...respond constructively to criticism.	Presenter-audience discuss presentation.

GRADES TEN THROUGH TWELVE
BASIC ORAL COMMUNICATION SKILLS

Oral communication involves talking, listening, and responding. This section lists those skills used in all three components of the communication process.

This section includes a wide range of skills for students in grades 10 through 12. These skills should be structured by the school into a sequence that best allows an opportunity for every student to master each skill.

At this point, most of the skills listed in the preceding section should have been mastered by most students. This section includes the next level of skill development. It may be necessary, however, to refer to the preceding skill lists for some students. These skills are presented on the assumption that the school has a K-12 basic skills program. Teachers in schools without such a program may have to refer to previous listings extensively.

The example activities are listed (1) by referring to sources in which a description can be found, or (2) by briefly naming an activity most likely to be familiar to teachers.

Regardless of whether the example activity or one created by the teacher is used, the activity

must have a specific oral communication objective,

must focus on specific oral communication skills,

must provide the teacher with an opportunity to observe and evaluate the appropriate skill behavior,

must be understood by the student as being an activity involving communication skills.

Oral communication skills are basic; thus, they should be a part of the learning process for other subject areas. In addition to communication classes, the communication and English teachers should help train other subject area teachers in the use of basic skills in their classrooms.

Grade Levels: 10 - 12

General Description	*Specific Communication Skill*	*Example Activities*
1.0 In order to communicate effectively students in grades 10-12 must demonstrate skills in a wide variety of communication situations.	1.1 Intrapersonal situations	
These situations should provide the student with opportunities to...	...develop a valued sense of self.	View the "human condition" through poetry, theatre, literature. Find something one does well.
	...describe own communication strengths and weaknesses.	Self-critiques and appraisals.
	...examine and adapt to positive and negative criticism.	Study how "famous" people handle criticism. Require adaptations in presentation based on earlier feedback.
	...identify and describe own attitudes and values in relation to those of others.	Identify values and rank order them. 20 things I love to do. Collage technique.
	...sustain attention.	Concentrate on environment for 20 minutes. Leave and recall as much detail as possible. Concentrate attention on someone at dinner for 5 minutes. Learn to extend time.
	...examine and attempt to manage own emotions.	Improvisation. Emotion in literature.
	...accept the consequences of own behavior and decisions.	Pfeiffer, A Handbook of Structured Experiences for Human Relations Training, Vol. III, pp. 6-7.
	...adjust to new ideas from others.	See preceding reference.
	...use imagination to develop new ideas.	Speech/drama exercises and activities.

Grade Levels: 10 - 12

General Description	Specific Communication Skill	Example Activities
1.0	...describe how others see him/her.	Make a wanted poster which illustrates how others might see you. Report own "obituary."
	...recreate a variety role behaviors and feelings.	Write about intense moment, using words such as "hate."
		Literature such as Macbeth's speech on killing Duncan.
		Music/art to create a feeling.
	...define own sex role.	"X: A Fabulous Child's Story, MS Magazine, December 1972.
		Collage technique.
	1.2 Interpersonal situations	
	...provide supportive forms of communication.	Gibb's characteristics of defensive and supportive communications. (See Appendix).
		Role-play.
	...communicate naturally with strangers in a social situation.	Reaching Out.
	...engage in communication exchanges.	Active participation in class and groups. "Talk" visits to nursing homes.
	...communicate effectively in an employment interview.	Role-play (video tape). Invite business persons in to conduct mock interviews.
	...demonstrate skill in using social amenities.	TRIP: "I Gotta Go," "Hey It's My Turn." Theatre Game File.
	...identify ways to improve own interpersonal relationships.	Identify relationship you want to improve. Plan a strategy.
		Keep a communication journal.

Grade Levels: 10 - 12

General Description	Specific Communication Skill	Example Activities
1.0	...describe the impact of power and status on communication.	Keep a journal. Discuss nonverbal signs, e.g. seating, blocking, withdrawal.
	...describe how trust affects communication.	Explore relationship between communication and trust/risk. TEACHER MUST NOT ASSUME ROLE AS THERAPIST.
	...appropriately share attitudes and feelings about others to others.	Role-playing. Each student prepare a compliment and exchange. Discuss.
	...identify and resolve conflict situations effectively.	Models in literature. Language Arts Monograph. Negotiation/compromise activities.
	1.3 Group situations	
	...seek creative and alternative solutions.	Brainstorming. "Building the Straw Tower," (straws and scotch tape). New uses for common implements.
	...state goals for a group.	Assign group projects. Report on goals identified by members.
	...help establish operational procedures in a group.	Agenda setting.
	...express ideas and opinions.	"Odd-man out" exercise (one person purposely takes opposing opinion).
	...contribute actively to small group discussions and conversations in a variety of settings.	Science seminars and labs; social, political, economic classes; sports groups; theatre rehearsals.
	...contribute actively to groups developing artistic/creative products.	Group build creative product with Tinker Toys. Discuss.

Grade Levels: 10 - 12

General Description	Specific Communication Skill	Example Activities
1.0		Creative oral projects, e.g., films, videotapes.
	...summarize group discussions objectively.	Attend public meetings and report to class.
	...critically evaluate group decisions.	Group projects and discussions to which peers react. "Two's Company, Three Can Be Very Interesting," Wood, TRIP Booklet.
	...state own roles in various groups.	Identify kinds of task and social roles. Keep log of own behaviors.
	...experience leadership functions in differing types of groups.	Provide a variety of decision-making groups. In-class and out-of-class opportunities.
		Assign student to think of topic and lead group discussion.
	...identify the social and emotional needs of groups.	Class discussion of kinds of needs met by groups. Students observe examples and report.
	...distinguish between useful and nonuseful forms of conformity.	Discuss peer pressures. Lord of the Flies. Butterfly Revolution. Nonconformist contributions to science.
	...appropriately phrase a problem for discussion.	Determine statements of fact, policy, and value for a given subject.
	...recognize the effects of physical environment and other nonverbal behaviors on groups and respond appropriately.	Seating, space relationships. Alter room arrangement. Make presentations in a different setting (corner, outside).
	1.4 Public situations	
	...identify audience characteristics.	Obtain a newspaper from unfamiliar town. Students describe community. Follow-up by communicating with town.

Grade Levels: 10 - 12

General Description	Specific Communication Skill	Example Activities
1.0	...effectively use attention-gaining devices.	Study magazine and TV ads. Require students to use several in a given speech. Class decides which were most effective.
	...use notes and scripts effectively when speaking/reading.	Require a variety of different note card systems and uses.
	...demonstrate ability to memorize and recall scripted materials.	"Theatre Arts as Part of the Language Arts Curriculum," Language Arts Monograph.
	...adapt presentations to time limits and physical environments.	Time limits and space limits on speeches and newspaper articles. Prepare radio and television programs.
	...state ideas clearly to an audience.	Dominoes exercise or similar activity stressing descriptions or directions.
	...create a characterization for an audience.	Plays, reader's theatre, pantomime.
	...focus attention as audience members.	Respond to questions from teacher or speaker about the presentation.
	...participate in a variety of public performances both as performer and as audience member.	Speaking, public reading, interpretation, ensemble reading, plays.
1.5	Media situations	
	...adapt messages for various media.	Rewrite "fairy tale" for newspaper, TV, radio.
	...identify how media affect individuals and groups in society.	Special characteristics of media as interveners between source and receiver, e.g., agenda setting, gatekeeping.
		Violence, advertising, etc.

Grade Levels: 10 - 12

General Description	*Specific Communication Skill*	*Example Activities*
1.0	...make critical judgments as a media consumer.	Keep a media consumption log. Develop evaluation forms. All evaluate same program and share judgments.
	...identify how citizens can affect media.	Case studies from magazines and newspapers.
2.0 In order to communicate effectively students in grades 10-12 must learn to analyze messages appropriately.	2.1 People	
Such analysis should require the student to...	...evaluate the qualifications and credibility of message sources.	Discuss variables of credibility. Study examples from television and newspapers.
	...listen to and judge opposing arguments.	Attend court sessions.
		Class debates, mock trials.
		Movie: Twelve Angry Men.
	...distinguish among observation, inference, and judgment.	Discuss topics such as selective attention, exposure, and retention. Bias, prejudice, and stereotyping. Snap judgment and reflective judgment. Rashomon, Eye of Beholder.
	...identify others' views and opinions (including minorities and other cultures).	Reports based on magazines, TV shows, radio interviews, personal interviews, etc.
		Poem and movie: The Hangman.
	...respect cultural differences.	Each describe own cultural heritage.
		Bafá Bafá (See Appendix).
	2.2 Topics	
	...expand or limit topics to meet needs.	Assign one topic for a two-minute and eight-minute presentation. Rewrite topics for specific settings from a general list.

Grade Levels: 10 - 12

General Description	Specific Communication Skill	Example Activities
2.0	...use open-ended and closed-ended questioning effectively.	Prepare a list of questions to be used in an interview either in or out of class.
	...identify fallacies in arguments.	Study letters to the editor, editorials.
	...use evidence and supporting materials effectively.	Mock trials. Require in presentation and writings.
	...identify and construct logical relationships in messages.	Study famous speeches. Structure logical relationship into own presentation.
	...adapt topics to differing audiences.	Prepare a presentation on a topic for teens, parents and senior citizens.
	...engage in effective rebuttal.	"Press Conferences" Wood, TRIP Booklet. Class debates.
	...analyze controversial issues.	Current events. Prepare for speech, debate, or written report.
	...use ideas and resources creatively in developing topics.	Encourage unusual approaches. Videotaped examples.
	...use and credit sources appropriately.	Require on written reports and identification in speeches. Study appropriate formats.
	2.3 Settings	
	...use imagination to create a reality in an artistic sense.	"Theatre Arts as Part of the Language Arts Curriculum." Language Arts Monograph.

Grade Levels: 10 - 12

General Description	Specific Communication Skill	Example Activities
2.0	...demonstrate skill in adapting messages to various settings.	Adapt same message for a variety of settings.
	...focus listening in a variety of settings.	Tests of listening to presentations in various settings (test understanding of relationships, development, as well as recall).
	2.4 Purposes	
	...identify ambiguity.	Study Alice in Wonderland. Report on ambiguity in news stories.
	...be able to listen for a specific purpose.	Assign listening activities for specific purposes.
	...describe varying purposes being met by specific messages.	Literature, model speeches, plays.
3.0 In order to communicate effectively students in grades 10-12 must develop appropriate communication strategies.	3.1 Information gathering	
These strategies should require the student to...	...adapt a viewpoint as a result of new information.	Group discussion exercises.
	...present a sequence and strategy for questioning.	Plan for an interview to obtain information about careers, government, etc.
	...distinguish relevant from irrelevant information.	Exercises condensing stories, speeches, essays.
	...use information to produce a plan of action.	Galvin, Person to Person, Chapter 7.
	...use a variety of information sources.	Lists of questions to be answered which require use of a variety of sources.
	...use various research services and facilities.	"The Investigators," Wood, TRIP Booklet.

Grade Levels: 10 - 12

General Description	Specific Communication Skil:	Example Activities
3.0	...describe the process of experimentation (stating and testing of hypotheses).	Galvin, Person to Person, Chapter 5.
	...develop and use a research notation system which accurately reflects ideas and details.	Require student to submit notes for evaluation.
	...interpret data.	Exercises in interpretation including basic statistics (percentiles, e.g.), study of inference process.
	...differentiate between quotation and testimony.	Examples of each. Students incorporate in speeches.
	3.2 Organization	
	...give and respond to organized messages such as directions, methods and instructions.	A student teaches a group how to do something he/she does well, e.g., dance step.
	...identify the main ideas of a variety of messages.	Analysis of famous speeches, essays, stories, plays, etc.
	...identify and use structure to create artistic messages such as a play, poem, television program.	Study dramatic structure and have students prepare and present own productions.
	...identify organizational patterns (parallel form, cause-effect, chronological, effect-cause, spatial, topical, comparison, contrast, problem-solution, inductive, deductive).	Identify patterns used in famous speeches. Matching exercises. Mixed up outlines.
	...follow a theme from its introduction through to its conclusion.	Study King's "I Have a Dream" speech.

Grade Levels: 10 - 12

General Description	Specific Communication Skill	Example Activities
3.0	...construct a detailed outline.	Require for speeches and various writings.
	...adapt a message to time limits.	Firm limits on presentations. Require same subject to be presented in two different time frames.
		Radio and TV productions.
	3.3 Language	
	...describe the symbolic nature (encoding/decoding) of language.	Study Dr. Seuss books and Art Buchwald writings.
	...describe how language affects perception of messages.	Galvin, Person to Person, Chapter 2.
	...appropriately adapt language to an audience.	Study famous speeches and their audiences. Prepare a message for three different audiences, e.g., peers, Rotary Club, and senior citizens.
	...distinguish among irony, satire, epigrams, anecdotes, incident, analogy.	Matching exercises.
		Require use in writing and oral presentations.
		Examples.
	...continue to use stylistic variations in messages.	Study some of famous speeches using stylistic devices, e.g., King, Kennedy, Roosevelt, Stevenson, Margaret Thatcher.
	...describe and evaluate own language usage.	Exercises to reduce use of trite expressions and cliches.
	...deliberately use language for humorous as well as serious purposes.	Study nature of comedy and "playful" use of words. Oral readings from Woody Allen, create limericks.
		Read John Lennon, D. Thomas.

Grade Levels: 10 - 12

General Description	Specific Communication Skill	Example Activities
3.0	...express feelings through language.	Oral presentations of examples from literature and theatre.
	3.4 Physical and vocal expression	
	...demonstrate flexibility in physical and vocal expression.	Voice and movement exercises. Repeating phrases with different meanings by voice. Pantomime.
	...identify inconsistencies between verbal and nonverbal message cues.	Orally read a message with which you strongly disagree. Audience identify inconsistencies. Identify sarcasm.
	...speak clearly and audibly.	Audience and instructor feedback. Self-analysis on tapes.
	...maintain eye contact.	Audience and instructor feedback. Self-analysis on videotape.
	...use vocal and physical expression to create an interpretation of a character.	Reader's theatre, passages from plays.
	...function well in various performance formats.	Active participation in communication activities in and out of class.
	...use interesting and appropriate word stress when reading aloud from a variety of print sources.	"Oral Interpretation and the Teaching of Language Arts," Language Arts Monograph.
	...use physical movement appropriate to the message.	Study of models on videotape and self-analysis on tape. Various pantomime and acting exercises.
	...listen effectively in spite of physical and vocal distractions.	Listening exercises during a message transmitted with several distractions.

Grade Levels: 10 - 12

General Description	Specific Communication Skill	Example Activities
3.0	3.5 Feedback	
	...seek and utilize feedback.	One/way-two/way communication exercises, e.g., domino game.
	...adjust communication in response to feedback.	Repeat presentation with changes as consequence of feedback.
	...describe the feedback process.	Galvin, Person to Person, Chapter 1.
	...analyze negative feedback from others.	Various staged actions by audience, e.g. mumbling, reading, etc. Quiz speaker on audience behaviors after presentation.
	...encourage communication to clarify ideas.	Assignments which continue through more than one presentation.
4.0 In order to communicate effectively students in grades 10-12 must develop the ability to evaluate messages.	4.1 Communication impact	
This evaluation should require the student to...	...judge solutions to a problem.	Group discussions of "Winter Survival," "On the Moon," "Camping Trip."
	...describe the consequences of the choice of main points in a message.	List possible main ideas which could be used for a given topic. Study the possible differences using different sets of main ideas.
	...identify barriers to effective communication.	Reaching Out.
	...describe the effects of own communication.	Communication journals and logs in which student reports people, settings, topics and compares differences. Self-analysis of audio/video tapes.
	...analyze the effects of various devices used to influence listeners (music, loaded words, voice, etc.).	Study campaign "promises." Television and radio commercials.

Grade Levels: 10 - 12

General Description	Specific Communication Skill	Example Activities
4.0	4.2 Evaluation criteria	
	...judge messages in terms of aesthetic appeal, topicality, significance.	Class attendance or viewing of same presentation; prepare evaluation sheet; each evaluate and share results.
	...identify source bias.	Galvin, Person to Person, Chapter 6. Study background of sources.
	...describe and use methods for critical analyses of messages.	Speech criticism principles, criticism of theatre, TV, etc. Study others' critiques. Formulate own critique guidelines.
	...state differences among intent content, and effect.	Study rumor, "Trial balloons." Examples of headlines and want ads (Reader's Digest). Misinterpretations between generations, etc.
	...develop own concept of ethical communication and compare with concepts of others.	Galvin, Person to Person, Chapter 7. Examples of ethical problems.

ACTIVITY SOURCES

Any texts listed in this or the following section are recommended as sources of suggested activities, not necessarily as classroom textbooks.

Bafa Bafa, Simile II, 218 Twelfth Street, Box 910, Del Mar, California, 92014.

DLM Tapes, (Auditory Training Materials Catalog) DLM, 7440 Natchex Avenue, Niles, Illinois, 60648.

Gibb, Jack R., "Defensive Communication," in Bridges Not Walls (Stewart, Ed.), Menlo Park, California: Addison-Wesley Publicashing Company, 1973.

Gould, Lois, "X: A Fabulous Child's Story," MS Magazine, December, 1972 (see also Gallery, Scott, Foresman & Co., 1977).

Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self-Actualization, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972.

Language Arts Monographs, Illinois State Board of Education, Springfield, Illinois 62777 (Free)

"Speech Communication Activities, K-12"
"English Teaching and the Electric Dream"
"Theatre Arts as Part of the Language Arts Curriculum"
"Film: The Moving Image in Language Arts"
Videotapes are also available for the following Monographs: "Oral Interpretation and the Teaching of Language Arts" and "Creative Drama as a Resource, K-12."

Pfeiffer and Jones, A Handbook of Structured Experiences for Human Relations Training, Volumes I-IV, University Associates Press, Iowa City, Iowa, 1969-1974.

Ratliffe and Herman, Adventures in the Looking Glass, Skokie, Illinois: National Textbook Company, 1973.

Simon, et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Hart Publishing Co.: New York, 1972.

Think About (A video series for fifth and sixth grades in the skills essential to learning), Box A, Bloomington, Indiana, 47402: The Agency for Instructional Television, 1979 (Free through the Illinois State Board of Education).

TRIP Booklets, ERIC Clearinghouse and Speech Communication Association, 5105 Backlick Road, Annendale, Virginia 22003 (Inexpensive)

Wolvin and Coakley, Listening Instruction.
Wood, Barbara Sundene, Development of Functional Communication Competencies: Pre-K-Grade 6.
Wood, Barbara Sundene, Development of Functional Communication Competencies: Grades 7-12.

Wordsmith (Video series for grades 4, 5, and 6 in language development), Box A, Bloomington, Indiana, 47402: The Agency for Instructional Television.

Allen, R.R., and Kenneth L. Brown, Developing Communication Competence in Children, Skokie, Illinois: National Textbook Co., 1976.

American Theatre Association, A Course Guide in the Theatre Arts at the Secondary School Level, 1975.

Auer, J. J., and E. Jenkinson, On Teaching Speech in Elementary and Junior High Schools, Bloomington, Ind: Indiana University Press, 1971.

Barker, Larry, Communication Vibrations, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Check List of Books and Equipment in Speech, Speech Communication Association, 5105 Backlick Road, Annendale, Virginia 22003.

Communication Education (Journal), Speech Communication Association, 5105 Backlick Road, Annendale, Virginia 22003.

Cooper, Pamela J., Speech Communication for the Classroom Teacher, Dubuque, Iowa: Gorsuch Scarisbrick Publishers, 1980.

Corcoran, Gertrude B., Language Experience for Nursery and Kindergarten Years (Language Arts for Children Series), Itasca, IL: F. E. Peacock Publishers, Inc., 1976.

Creative Drama Series (Videotape series), Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777 (free)
"Pre-Drama"
"Fantasy Drama"
"Human Drama"

Cullum, Albert, Push Back the Desks, New York: Citation Press, 1967.

Fabric of Literature (Videotape series), Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777 (Free)
"Steps in Choral Speaking:
"Oral Dimension of Literature"
"Sensory Experiences in Literature"
"Prosody"
"Chamber Theatre"

Fabun, Don, Communications: The Transfer of Meaning, Beverly Hills, California: The Glencoe Press, 1968.

Greene, Harry A. and Walter T. Petty, Developing Language Skills in Elementary Schools, 5th Ed., Boston: Allyn and Bacon, Inc., 1975.

Halliday, Mina (Ed.), A Guide for Teaching Speech Today: Six Alternative Approaches, Skokie, Illinois: National Textbook Company, 1979.

Harnadek, Anita, Inductive Thinking Skills, Troy, Michigan: Midwest Publications Company.
"Spatial Perception A and B"
"Inferences A and B"
"Open-ended Problems"
Etc.

Harnishfeger, Lloyd, Basic Practice in Listening, Lane Publishing Company, 1977.

Harris, Carolyn, et al, English Language Arts: Listening and Speaking: K-12, Albany, New York: Curriculum Development Center, State Education Department, University of the State of New York, 1969.

Harrison, Randall P., Beyond Words: An Introduction to Nonverbal Communication, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Heinig, Ruth Beall and Lyda Stillwell, Creative Dramatics for the Classroom Teacher, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Heintz, Ann Christine, Persuasion, Chicago, Illinois: Loyola University Press, 1974-75.

IHSA State Forensic Finalists (Videotape), Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777 (free).

Johnson, David W., and Frank P. Johnson, Joining Together: Group Theory and Group Skills, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Lipson and Morrison, Fact, Fantasy, and Folklore, Carthage, Illinois: Good Apple Publications.

Lundsteen, Sara W., Children Learn to Communicate: Language Arts through Creative Problem-Solving, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

Lundsteen, Sara W., Listening: Its Impact at All Levels on Reading and the Other Language Arts, Urbana, Illinois: National Council of Teachers of English, 1979.

May, Frank B., To Help Children Communicate, Columbus, Ohio: Charles E. Merrill Publishing Company, 1980.

Oral Proficiency Program, Gary Community School Corporation, Gary, Indiana, 1977.

Ourth, John and Mike Sawitz, Hooray, It's Raining, Carthage, Illinois: Good Apple Publications.

Pierini, Mary P. F., Creative Dramatics: A Guide for Educators, New York: Herder and Herder, Inc., 1971.

(The) Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP), Pennsylvania Department of Education, Division of Communication, Family Living, and Mathematics, Harrisburg, Pennsylvania, 17126.

Possien, Wilma M., They All Need to Talk: Oral Communication in the Language Arts Program, New York: Appleton-Century-Crofts, 1969.

Schwarz, Tony, The Responsive Chord, Garden City, New York: Anchor Books, 1974.

Tanner, Fran, Creative Communication: Jr. High Projects in Acting, Speaking, and Oral Reading, Pocatello, Idaho: Clark Publishing Company, 1973.

Taylor, Anita, et al, Communicating, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Tyas, Billi, Child Drama in Action: A Practical Manual for Teachers, Toronto, Canada: Gage Educational Publishing Limited, 1971.

Ward, Winifred, Playmaking with Children, New York: Appleton-Century-Crofts, 1957.

Way, Brian, Development through Drama, New York: Humanities Press, 1968.

Wayman, Joe Secrets and Surprises, The Other Side of Reading, and various records (e.g., "Color My Rainbow"), Good Apple Publications, Carthage, Illinois.

Wieman, Mary O., and John M. Wieman, Nonverbal Communication in the Elementary Classroom, Speech Communication Association, 5105 Backlick Road, Annendale, Virginia, 22003.

Wood, Barbara S., Children and Communication: Verbal and Nonverbal Language Development, (2nd Ed.) Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.

For further information or assistance:

Office of Program Planning and Development
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Illinois Speech and Theatre Association
Philip Decker, Executive Secretary
Department of Speech and Theatre Arts
MacMurray College
Jacksonville, Illinois 62650

dg/3444k